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ABSTRACT

A review of the literature was conducted to identify behaviors of vocational educators which in some manner inhibited or reduced sex bias and sex-role stereotyping in vocational education. Of the 57 references selected from five data bases, 45 were descriptive of the problems of sex bias and sex-role stereotyping; 12 provided information regarding behaviors actually implemented to reduce sex bias and sex-role stereotyping. (The 45 references are attached to the report for information purposes; the 12 references are cited in the report and are included in the annotated bibliography.) From the literature review, several projects were also found which dealt with sex bias and sex stereotyping and which could be grouped according to similar activities--those conducted in recruitment and enrollment of female students in nontraditional programs, and those conducted in staff development. It was concluded that of particular significance is that the behaviors of vocational educators which inhibit sex bias and sex-role stereotyping occurred in organizational efforts. No descriptions were found which indicated that vocational educators acted through their own initiative to reduce sex bias and sex-role stereotyping in individual settings. The implication was that the majority of vocational educators remain unaware of the problem of sex bias and sex-role stereotyping. (Although the identification of behaviors of vocational educators which reduce sex bias was the primary focus of this report, efforts made by other educators toward nonsexist education are also identified.) (TA)

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A REVIEW OF LITERATURE CONCERNING BEHAVIORS WHICH INHIBIT OR REDUCE SEX BIAS AND SEX-ROLE STEREOTYPING

by
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A REVIEW OF LITERATURE CONCERNING BEHAVIORS WHICH INHIBIT OR REDUCE SEX BIAS AND SEX-ROLE STEREOTYPING

Purpose

This report was written at the request of the U.S. Office of Education, Bureau of Occupational and Adult Education, Division of Research and Demonstration. The request specifies that:

> A computer search should be conducted of the AIM/ARM, ERIC and related information systems in order to identify the behaviors of vocational education educators (teachers, guidance personnel, administrators, teacher trainers, etc.), that either inhibit or facilitate the reduction or elimination of sex-role stereotyping and sex-bias in vocational education at the elementary, secondary, postsecondary, and adult education levels.
>
> This literature review need not be limited to studies or projects that are directly related to vocational education. If the selected studies include populations of professional educators other than vocational educators, but will help in understanding behaviors that inhibit . . . sex-role stereotyping and sex-bias, these studies should be included in the project.

In accordance with these specifications, this report is a review of literature concerning behaviors of individuals and groups which in some manner inhibited or reduced sex bias and sex-role stereotyping. An essential preliminary to the report is a definition of the following key terms used in searching for, screening, selecting, reading and synthesizing documents for this review:

1. Behavior--An overt action
2. Sex Bias--Prejudice in favor of one sex
3. Sex-role stereotyping--Assuming that because a person is female or male, she or he will have only those interests, talents, and abilities

"appropriate" for her or his sex.

4. Sexist--"Attitudes and actions which relegate women to a secondary and inferior status in society."*

5. Non-sexist--Attitudes and actions which attribute equal status to both sexes.

6. Non-traditional--Reference to education and employment which has been dominated by males and is thus "non-traditional" for females.

Background

In order to identify the designated behaviors, a computer search was conducted of several data bases. Using the Lockheed Dialog Terminal located in the Research Library of The Center for Vocational Education, five searches were conducted to identify documents for this review. Data bases searched include.

.Educational Resources Information Centers (ERIC)

.Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM)

.Dissertation Abstracts

.Psychological Abstracts

.Sociological Abstracts

Of the 57 references selected, 45 were descriptive of the problems of sex bias and sex-role stereotyping and 12 provided information regarding behaviors actually implemented to reduce sex bias and sex-role stereotyping. The 45 references which are primarily "problem-descriptive" are attached for information purposes; the 12 references which contain information regarding

*Guidelines for Improving the Image of Women in Textbooks (Scott, Foresman and Company, 1972) quoted by Mary Ellen Verheyden-Hilliard in A Handbook for Workshops on Sex Equality in Education (American Personnel and Guidance Association), p. 17.

the designated behaviors are cited in this report and found in the Annotated Bibliography.

Findings of The Review

The literature search results imply that while much has been said about the negative consequences of sex bias and sex-role stereotyping, comparatively little has been accomplished to effect positive change. In this respect, vocational education reflects society's general reluctance to alter its own sexist structure. Consistent with this structure, vocational education has "operated a dual sex system to meet the needs of a dual sex occupational system." (Allen, p. 4). The literature emphasized a necessity for changing the traditional system of vocational education. Repeatedly, suggestions for change are focused on the following areas of concern:

1. recruitment of both males and females into courses non-traditional for each,
2. sensitizing educators (including administrators, counselors and teachers) and employers to problems of sex bias and sex-role stereotyping,
3. revising curriculum materials to eliminate sex bias and sex-role stereotyping, and
4. implementing non-sexist guidance and counseling practices.

Similarly, the behaviors to reduce sex bias and sex-role stereotyping have been found to occur in activities conducted in the same areas of concern and are identified in the literature through descriptions of several projects. For purposes of discussion, these projects are grouped according to activities they have in common, namely:

1. recruitment and enrollment of female students in non-traditional programs, and

2. staff development.

Recruitment and Enrollment of Female Students in Non-traditional Programs

Enrollment of females in traditionally "male programs" has been limited by prevailing sex-role stereotypes. Consequently, reduction of sex bias and sex-role stereotyping is especially significant in terms of recruitment and enrollment practices. Concentrated efforts are now necessary to provide girls and women with equal access to these non-traditional corridors of vocational education.

Two projects -- Equal Vocational Education (Project EVE)* and Women In New Careers (WINC) -- have been conducted specifically to recruit females into non-traditional programs. Begun in July, 1974, the Women In New Careers (WINC) project functioned in five CETA training sites to assist women in entering training programs for non-traditional blue-collar occupations (occupations excluding those of food service, health service, and clerical occupations) and in finding training-related jobs upon program completion. At the time the final project report was written, 40 women had completed training. Fourteen women were already in training-related jobs, and 26 were in the process of finding training-related employment. (Women In New Careers, p. 21).

Project EVE, conducted from February 1, 1975 through June 30, 1976, implemented a program which resulted in an increased enrollment of females in first-year vocational classes at Sam Houston High School, Houston, Texas. Upon completion of the project, the number of females enrolled in Auto Mechanics,

*Projects/Studies cited in parentheses () are found in the Annotated Bibliography

Air Conditioning, Metals, Radio and Television, and Plumbing was more than twice the number enrolled the previous year. Significantly, females were enrolled in every traditional male course at Sam Houston High School. (Lerner, And Others, p. 43)

Both WINC and Project EVE staff members acted to inform, support and encourage participants in their respective programs. In addition to providing information about training and employment in non-traditional occupations, WINC site coordinators helped women trainees cope with personal problems involving child care arrangements and work relationships, as well as "attitudinal barriers" toward employment in non-traditional jobs -- fear of family disapproval and loss of femininity. Throughout the project, WINC emphasized the significance of a close counselor-student relationship in a successful training experience. (Sedaka, p. 24) Similarly, staff members of Project EVE established close relationships with women students enrolled in male dominated vocational classes. The staff provided students with information about traditionally male courses and personally assisted the women in course registration. Staff members attended classes with the students to help them anticipate and avoid problems before they occurred, and held weekly meetings in which the women students share their difficulties and successes. As a result of the relationships established in these sessions, the students felt comfortable enough to call a staff member to her home or office to discuss a problem or arrange a meeting. (Lerner, And Others, p. 24) Project EVE staff also kept in touch with the students' teachers so that "small difficulties were worked out before they had time to mushroom." (Lerner, And Others, p. 25)

Such relationships as those which students and counselors developed

during WINC and Project EVE result from staff members' behaviors in confronting sex bias and sex-role stereotyping. Traditionally, females have not been informed about training and career options considered appropriate only for males, nor have females received support and encouragement in choosing non-traditional training experiences. In acting to provide women with non-traditional opportunities and support them as they pursued these opportunities, staff members in both projects worked to inhibit sex bias and sex-role stereotyping.

Another effort to eliminate sex bias and sex-role stereotyping in student recruitment was conducted by the Minnesota State Advisory Council for Vocational Education. The Council examined recruitment and information materials from Minnesota area vocational and technical institutes and discovered sex bias and stereotyping in the use of (1) personal pronouns, (2) photographs, and (3) descriptions of employment opportunities. (Maher, p. 45) Results of this analysis, in connection with suggestions for revision, were distributed to the institutes. During the following year, the Council conducted a follow-up review of the revised materials and found "notable improvements" in 75 percent of the cases. (Maher, p. 46) This activity of the Advisory Council is an excellent example of behaviors which reduce sex bias and sex-role stereotyping in vocational education.

Staff Development

Several projects have conducted workshops to: (1) create an awareness of sex bias and sex-role stereotyping and (2) generate non-sexist educational strategies. Seminar/Workshops on Women in the World of Work, a project conducted by Technical Educational Research Centers, was designed to "further professional development of leaders in vocational-technical education."

(Seminar/Workshops on Women in the World of Work, preface) After hearing speakers address topics relating to education and employment opportunities for women (including composition of the labor force, legislation, desirability of equal education, career education concepts), workshop participants developed suggestions and recommendations as a basis for programs to provide such opportunities. A primary project objective was to motivate participants to act according to the suggestions and recommendations. In fact, results of a follow-up survey show that "all participants have been involved in some activity designed to improve educational and employment opportunities for women." (Seminar/Workshops, p. 22) The specific actions of workshop participants to reduce sex bias and sex-role stereotyping are listed in the project's final report. Included among these actions are:

1. contributing to the development of non-sexist curriculum materials,
2. assisting in the implementation of USOE Guidelines for Title IX,
3. testifying to legislators in support of improved counseling services for girls and women,
4. assisting in the development and institution of Affirmative Action Programs,
5. initiating studies of sexism in textbooks,
6. establishing special counseling groups for women,
7. developing workshops on equal opportunity,
8. encouraging women to explore non-traditional occupations,
9. organizing workshops for guidance counselors and female students on non-traditional careers for women, and

10. developing an in-service program for school superintendents to improve their attitudes toward women as decision makers.

Similar to the Seminar/Workshops in format and content, the Clinics for Administrators of Women in Occupational Education presented participants with information concerning women in the labor force, State and Federal legislation on equal opportunities, and the problems encountered by women in education and employment. Clinic participants met in Task Force groups to further identify the problems of women and formulate solutions. In local district or area groups, the participants devised plans to implement locally the ideas generated during the clinic. These plans contain a specific program goal, objective, activities, and provisions for evaluation and include goals pertaining to: reducing sex stereotyping through awareness of its existence in guidance and career/vocational instructional materials, writing vocational education proposals which provide for equal opportunities for both sexes, and developing a public relations program to show occupational competency as the only basis for career choice. (Barkley, and Others, pp. 48-59)

Described as "the most widely recognized project to eliminate sex bias in vocational education," the New Pioneers Project conducted in-service training activities on the topic of sex bias and sex-role stereotyping in education. (Maher, p. 14) At the summer institute, teachers from 45 occupational education units in North Carolina were trained as local resource people and as teachers of certificate renewal credit courses on sex bias in education. At workshops attended by all occupational education consultants from the State Department, consultants in each subject area prepared action plans. "These plans included rewriting course descriptions ... but focused on field work.

The aim was to work closely with teachers to make sure facilities served both sexes and to publicize successful efforts." (Smith, p. 31) Twenty months after the initiation of the New Pioneers Project, significant changes were reflected in enrollments: 1000 additional female students were enrolled in agriculture and 700 more in trade and industrial education; 1300 more male students were enrolled in home economics. (Smith, p. 30)

Through actions fostered by the Seminar/Workshops project, Clinics for Administrators, and the New Pioneers Project, participants demonstrated behaviors to reduce sex bias and sex-role stereotyping. Singly and collectively, these individuals acted to conceptualize and implement non-sexist educational practices.

Behaviors of Other Educators To Reduce Sex Bias and Sex-Role Stereotyping

Although the primary purpose of this report is to identify behaviors of vocational educators which reduce sex bias, efforts made by other educators toward non-sexist education are also identified for information purposes. One of these efforts, the Sex Equality in Guidance Opportunities Project (SEGO), involved a 4-day training workshop for individuals selected as State Trainers in sex fair educational practices. Training workshop topics included "the implications of Title IX . . . guidelines for sex fair interest measurement, research on sex roles, assertiveness training, non-traditional counseling for boys and men, the double stereotyping of minority females, values clarification, the counselor role as consultant to educational personnel and strategies for change." (Maher, p. 31) These State Trainers then conducted similar workshops in their respective states and functioned as resource persons on sex

equality in education. (Verheyden-Hilliard, p. 1) The "ripple effect" of the SEGO project resulted in participation of nearly 7,000 educators in SEGO workshops during 1975. (Verheyden-Hilliard, p. 2)

Focusing specifically on career education for women, Project Women--in A Man's World of Work provided 100 female students with a variety of experiences through which to learn about non-traditional careers of their choice and then share this knowledge with their peers. Students completed in-service training through orientation groups, private meetings with school counselors, written materials, informal question and answer sessions, and field trips to places where they could observe people working in the jobs they were studying. After completing in-service training, the girls served as helpers in the guidance department. (Bobowski, p. 28) Thus, the girls as well as counselors acted to clarify non-traditional options for women and reduce the element of sex-role stereotyping in career guidance.

Sex bias and sex-role stereotyping has also been a topic for study by elementary school students. Pauline Gough of the University Elementary School in Bloomington, Indiana has described a nine-week sex-role stereotyping study unit offered in that school's fifth grade social studies program. Included in her description of the unit are 41 activities requiring students to engage in behaviors which make them aware of sex bias and sex-role stereotyping and its effects in people's lives. (Gough, pp. 73-74, 77)

Behaviors previously cited have occurred at the elementary and secondary levels of education. Professionals in the field of Early Childhood Education have also responded to the issues of sex bias and sex-role stereotyping. Curriculum development, in-service teacher training, and parent

education are areas addressed by the Non-Sexist Child Development Project. The project designed non-sexist, multi-racial classroom materials, including wooden "occupational" puzzles (one is of a female telephone installer and a male operator), flannel board figures of both men and women performing jobs, lotto game showing both boys and girls in active play, and block accessories--plywood cutouts similar to the flannel board figures. (Sprung, p. 2)

A fundamental premise of the Non-Sexist Child Development Project---which distinguishes if from others --- is that parents, as the first teachers of children, can do much to eradicate sex-role stereotyping. (Sprung, p. 2) After the curriculum development process and in-service teacher training were initiated, project staff members worked to increase parental awareness of the problems of sex-role stereotyping and suggestions to help parents "develop strategies for combatting sexism." (Sprung, p. 5)

In their meetings with parents, project staff used an approach which assumed that all parents "want their children to develop to their maximum potential." The connection was then established between the goal of "full development" and limited development caused by sex-role stereotyping. Another key element in building rapport with parents was the project staff's desire to have the parents see them "not as experts but as other human beings with similar problems." (Sprung, p. 5)

One of the project's major activities was a national conference of Non-Sexist Early Childhood Education. Held in 1976, this conference was the first attempt to establishing a national "communication network" among early childhood educators. (Sprung, p. 6)

Another national conference, "TEACHER TRAINING: Resources and Strategies for Non-Sexist Education, created an opportunity for educators "to consider ways in which teacher training institutions might contribute to the elimination of sex-role stereotyping" in education. (Howard, p. 8) Prior to the conference, held in 1975 and sponsored by The Resource Center on Sex Roles in Education, course objectives, syllabi, readings, and learning projects for non-sexist teacher education were compiled from among 50 teacher educators. (Howard, p. 8) Both these conferences --- "TEACHER TRAINING" -- Resources and Strategies for Non-Sexist Education and Conference on Non-Sexist Early Childhood Education --- demonstrate educators' concerns for creating an impact on the reduction of sex bias and sex-role stereotyping in education.

Summary

This report had identified the following behaviors of vocational educators which serve to inhibit or reduce sex bias and sex-role stereotyping in vocational education:

1. Informing girls and women of opportunities available in non-traditional education and employment
2. Providing personal support and encouragement to females involved in non-traditional programs
3. Helping women anticipate problems which accompany their participation in non-traditional programs
4. Identifying elements of sex bias and sex-role stereotyping in recruitment and information materials used by area vocational-technical institutes
5. Providing vocational educators with

information about the problems of sex bias and sex-role stereotyping

6. Providing specific opportunities for vocational educators to formulate plans of action for reducing sex bias and sex-role stereotyping

7. Training individuals to function as local resource persons on the subject of sex bias in education

Behaviors of other educators which reduce sex bias and sex-role stereotyping were identified as:

1. Providing workshop training in sex fair educational practices, including such topics as Title IX and its implications, sex fair interest measurement, assertiveness training, values clarification, non-traditional counseling for boys and men

2. Teaching female students how to help other students learn about non-traditional careers

3. Implementing classrooms activities which make elementary school students aware of the effects of sex bias and sex-role stereotyping

4. Educating parents with regard to the limiting effects of sex-role stereotyping on their children's potential development

5. Sharing ideas and information concerning non-sexist early childhood education

6. Exchanging ideas regarding non-sexist teacher education

Of particular significance is that the behaviors of vocational educators which inhibit sex bias and sex-role stereotyping occurred in organizational efforts designed to inhibit sex bias and sex-role stereotyping. No descriptions were found which indicate that vocational educators acted through their own

initiatives to reduce sex bias and sex-role stereotyping in their individual settings. The implication is that the majority of vocational educators remain unaware of the problems of sex bias and sex-role stereotyping. Consequently, little consideration has been given to behaviors which inhibit or reduce sex bias and sex-role stereotyping.

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